



CVTEA Q&A

Pre-Conference Session

AVMA CVTEA Staff

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Objectives

- Review updates to the Standards, Skills, and Equipment
- Accreditation in the News
- In the Works Items
- Pre-submitted Questions
- Open Q&A

CVTEA staff is unable to speak for the Committee. Some questions may need to be submitted to the full CVTEA for a response.

Updates to the P&P

Updates to Standards

Standard 8e – Students

8e. The program must promote a learning environment that ~~values diversity, equity, inclusion, and fosters~~ belonging, encourages cultural understanding, and is free from discrimination.

Standard 10a - Curriculum

10a. The curriculum must prepare graduates who will be fully capable of performing in a wide variety of professional roles within the veterinary field. At the completion of the curriculum, graduates must have attained entry-level skills and knowledge needed to support companion animal, equine, and food animal practice, biomedical research, and other veterinary medical activities. The curriculum shall provide a foundation in veterinary technology that will prepare the student to successfully become credentialed and inspire the student to continue life-long learning. Opportunities should exist throughout the curriculum for students to gain an understanding of the important ~~influences of diversity and inclusion in~~ impacts of cultural differences on the practice of veterinary medicine.

Updates to Standards

Why changes to Standards 8e and 10a

"How dare you consider removing diversity requirements from the Standards?"

What it **Does**:

- Responds to USDE guidance and changing state regulations
- Updates terminology that may be subject to regulatory scrutiny
- Provide programs with flexibility meeting intent of Standard
- Allows programs to comply with varying state laws and institutional policies

What it **Does Not**:

- No change to CVTEA's commitment to DEIB
- Does not reduce commitment to working with ASPA on accreditation regulation changes.

Updates to Standards

The following Standards are **going out for Public Feedback**

Standard 9f

9f. Academic positions must offer sufficient compensation, incentives, and employment security to attract and retain qualified personnel in order to maintain program stability. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. The institution must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation for all faculty members, as consistent with applicable law. The institution must have policies prohibiting unlawful discrimination in its employment decisions, including in hiring, termination, promotion, and tenure. Faculty and staff must have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. Programs should provide financial support for veterinary professional development activities.

Updates to Standards

The following Standards are **going out for Public Feedback**

Standard Sections 11c and 11d

11c. Programs must comply with Reporting to the Community ~~VTNE~~ ~~reporting~~ requirements. (See *Reporting to the Community*)

11d. The program's annual ~~three-year rolling average~~ VTNE pass percentage for ~~first-time~~ test takers within one year of graduation should meet or exceed 50% ~~the national average of first-time test takers with one year of graduation.~~

Updates to Standards

Program Notification and Reporting to the Community

Each program must notify the public of its performance in educating veterinary technicians by posting on the program's website homepage or direct link from the program's home page the following:

1. Annual job placement percentage.
2. Annual graduation rate percentage.
3. The annual three-year pass rate for first-time test takers within one year of graduation ~~(based on a January 1 to December 31 reporting year)~~ on the Veterinary Technician National Exam (VTNE).
4. The number of candidates with one year of graduation that have taken the VTNE, for the corresponding time frame as the reported VTNE pass rate.
5. The VTNE data on the website must be updated no later than April 15 of each calendar year.
~~Information released to the public must be current, readily accessible, and accurate.~~
6. Information released to the public must be current, readily accessible, and accurate.

	January 1, XXXX – December 31, XXXX
Number of candidates within one year of graduation that have taken the VTNE	#
<u>Annual Three-Year</u> VTNE Pass Percentage (%)	#%

More on Standard 11 – Outcomes Assessment

Key Evidence:

- AAVSB VTNE Score Reports (vettech@aavsb.org)
- New Outcomes Surveys and their rubrics
 - Student Exit Survey-current students graduating or leaving
 - Graduate Survey-Alumni 6-24 months after graduation
 - Employer Survey-Employers of graduates 6-24 months after graduation

Discussion Topic(s)

- VTNE pass rate is **not a bright line Standard**

Updates to Species and Equipment

Restraint Equipment

- Changed “rodent” equipment from required to recommended
- Added “hog board” as a recommended piece of restraint equipment
- Clarified the species of dog and cat for Elizabethan collar and Muzzle.

Laboratory Equipment

- Changed “incubator” from required to recommended piece of laboratory equipment
- Added “quantitative fecal egg count slide” as recommended piece of laboratory equipment. References McMaster method slide as an example.

Imaging Equipment

- Changed section title from “radiographic imaging equipment” to “imaging equipment”
- Added “ultrasound” as a recommended piece of imaging equipment

Skills Changes

Skills Changes-Emergency Conditions

Emergency Conditions for Avian Skills continued until November 2026

Moratorium on requiring the following hands-on avian skills due to the highly pathogenic avian influenza (HPAI) and the potential impact on student and faculty safety:

- *Recognize, understand, and perform restraint techniques of birds**
- *Demonstrate the ability to perform a physical exam and accurately record results**
- *Perform nail trim**

Allows programs the option to sign off on the three above essential avian skills through use of models.

Skills Changes-Nursing

- Added “model use is acceptable for completion of the restraint pole skill”. Restraint aids must be completed on live animals.
- Changed “pocket pets” to “small mammals” for “*restrain ~~pocket pets~~ small mammals and exotics*” and moved to Section 9 – Exotics for appropriateness of categorization.
- Added “auscultate species specific gut sounds (horse/pony/donkey/mule, cow, small ruminant)* as a required hands-on skill.

Skills Changes-Nursing

- Added species clarification “(*dog, cat, horse/pony/donkey/mule, cow, small ruminant*)^{*}” to *assess hydration status^{*}* and *assess pain status using standardized/contemporary pain scale^{*}* skills.
- Changed “*perform microchip scanning and implantation^{*}* (*live patient or cadaver acceptable*)” from recommended to required hands-on skill on either live patient or cadaver.
- Changed “*gastric intubation (dog or cat)^{*}[GROUP]*” to “*Orogastric intubation (dog or cat)^{*} [GROUP]*”. The skill remains a required hands-on skill.
- Changed “*blood typing^{*}*” from recommended hands-on to required didactic skill.

Skills Changes-Laboratory Procedures

- Changed “Knotts” to “Modified Knotts” for improved nomenclature
- Added “perform quantitative fecal egg count (e.g. McMaster method)” as a recommended hands-on skill
- Removed “perform coprologic tests”
- Changed “culture bacteria and perform sensitivity tests” from a required hands-on group skill to a required didactic skill.
“Knowledge of culture bacteria and sensitivity tests”

Skills Changes-Laboratory Procedures

- Changed “knowledge of how to identify common animal pathogens using commercially available media and reagents” from required hands-on to required didactic.
- Changed “perform common biochemical tests” from required hands-on to required didactic skill “knowledge of common biochemical tests”

Skills Changes-Avian, Exotic Small Mammals

- Moved “restrain ~~pocket pets~~ small mammals and exotics” from Nursing section to this section.
- Changed “pocket pets” to “small mammals”

Things in the Works

In the Works

- Changes to Deficiencies, no more 'critical' or 'major' categories
- Programs will have opportunities to address Recommendations in progress reports
- Updating the Standards to 'active voice'. Does not change the Standard, only clarifies (sneak peek to follow)
- Standards rubric - two-fold resource for site teams and programs to assist with consistency) (sneak peek to follow)
- Standards Review cycle changing to all at the same time
- Review of Faculty-to-Student ratios for different program modalities
- Review of branch or extended campus accreditation

Sneak Peek Example: Standards in “Active Voice”

3a. The program consistently publishes and measures the achievement of its mission that guides the delivery of a quality veterinary technology education ~~must develop, publicize, and follow its mission statement.~~

9a. The program maintains sufficient Ffaculty and staff numbers ~~must be sufficient to deliver the~~ a quality veterinary technology educational program education and ~~meet~~ achieve the mission and instructional goals of the program.

Sneak Peek Example – Standards Rubric

Standard	Compliant	Partially Compliant	Not Compliant
5d. Animal records	Records and logs for program animals are comprehensive, accurate, and current	Records are mostly complete but have gaps or inaccuracies in some areas	Records are missing, incomplete, or inaccurate in ways that undermine accountability

Accreditation in the News

- Accreditation in the news (COE/USDE)
Impact on CVTEA

Accreditation of veterinary technology programs as administered by AVMA's Committee on Veterinary Technician Education and Activities® (CVTEA®) is independent of U.S. Department of Education recognition and therefore is not directly affected by the current federal regulatory discussions. Veterinary technology programs should remain confident that these discussions do not alter the CVTEA accreditation process.

Q&A

Could CVTEA push AAVSB to provide VTNE outcome reports at the end of each testing window?

- CVTEA can share concerns with AAVSB; however, PD voices are stronger
- Efforts are made to establish a positive stakeholder relationship with AAVSB

Why are models for skill sign-off not a larger option, especially when IACUC requires models when able.

- CVTEA continues to evaluate where models can achieve results. Submit agenda requests.
- Student competency and confidence remain primary focus
- Live animal experiences expose students to normal animal movement and behavior in a controlled teaching environment
- Model and simulations are encouraged for initial instruction, repetitive practice, and student confidence
- Final competency assessment must be on live animal
- **Requests for changes to skills can be submitted via online CVTEA Agenda Request Form at any time.**

How are accrediting teams trained and aligned? Seems like one program will get a deficiency for something and another program did not.

- Onboarding is a phased, continuous process rather than a one-time orientation
- All Committee members are responsible for reading all ROEs on an agenda
- Four-part Onboarding approach

How are accrediting teams trained and aligned? Seems like one program will get a deficiency for something and another program did not.

Step 1: Foundational Homework

- Reading and familiarity with:
 - P&P Manual
 - Site Team Chair Guide
 - Site visit materials and resources
 - All ROEs on the agenda

Step 2: Mentored Experience

- Rookie shadows an experienced site team chair
- Staff supervision during first solo site visit

How are accrediting teams trained and aligned? Seems like one program will get a deficiency for something and another program did not.

Step 3: Ongoing Calibration

- Regular review of Report of Evaluation (ROE) findings
- Agenda time dedicated to discussing findings and possible discrepancies
- Do inconsistencies happen? Yes; however, staff and the CVTEA proactively looks for them and want to improve

How are accrediting teams trained and aligned? Seems like one program will get a deficiency for something and another program did not.

Step 4: Staff Quality Assurance

- Staff participate in every site visit to promote consistency
- Post-visit staff debriefs compare observations and identify opportunities for improvement
- Staff participate in accreditation professional development with ASPA and works with consultant for best practices

How can CVTEA help ensure institutions do not apply traditional teaching load models that fail to account for the clinical and lab intensity?

- Teaching loads vary wildly among institutions
- CVTEA relies on each institution's workload definitions to assess appropriateness
- Not within CVTEA purview to make requirements that are incongruent with institution policies

Why doesn't CVTEA support/promote the Veterinary Nursing initiative better?

- CVTEA is responsible for accreditation
- The new AVMA entity, Committee on Advancing Veterinary Technicians and Technologist (CAVTT) charge aligns with this objective.
- Communications to CAVTT may be sent via Coach (jhorvath@avma.org)

Questions from the Floor

What's on your mind?



Wrap Up

Summary of Accreditation Resources

Available to you 24/7:

- IACUC assessment guidance
- IACUC protocol template
- Outcomes Surveys
- Outcomes Surveys Assessment Rubrics – to help you assess the data
- Rabies protection checklist
- Summary of documents needed for your self-study report
- Site visit cost estimate
- Site Team recruitment flyer
- Landscape Survey – updated

Staff – we are not 24/7 but welcome emails (jhorvath@avma.org)

CVTEA Opportunities

Call for Candidates due February 2027

Veterinary Technician-At-Large Representative

Public Representative

Veterinarian or Veterinary Technician – Representing Veterinary State Boards

